

**STUDENT'S CAPABILITY IN DRAWING CONCLUSION
FROM ARGUMENTATIVE TEXT AT THE ELEVENTH
GRADE OF SMA N I KARADENAN IN 2013/2014 ACADEMIC YEAR**



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**STUDENT'S CAPABILITY IN DRAWING CONCLUSION FROM
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ABSTRACT

This research is aimed at describing: 1) student's capability in drawing conclusion from argumentative text, and 2) what are the strategies that uses by the eleventh grade students in drawing conclusion from argumentative text. In this research is a descriptive research as an approach to collect and analyze the data. The object of this research is student's capability in drawing conclusion from argumentative text at the eleventh grade of SMA N I Kradenan in 2013/2014 academic year. The methods of collecting data are interview, test, and analyzing document. The researcher analyze the student's capability in drawing conclusion based on 4 concepts, there are: (1) complete conclusion that consists of 4 concepts, (2) incomplete conclusion that consist of 4 concepts, (3) incomplete conclusion that consist of 2 concepts, and (4) incomplete conclusion that consist of 1 concept. Based on the analyzed data, it can be concluded that the student's capability in drawing conclusion from argumentative text at the eleventh grade of SMA N I Kradenan is good. More than 50% students or 25 students from 38 students are capable of drawing conclusion perfectly without seeing the use of their grammar and structure. There are two strategies used by students, there are: 1) translating the text into Indonesian, and 2) reading the text then asking their teacher when they have difficulties about the text.

Keyword: *student's capability in drawing conclusion from argumentative text.*

A. INTRODUCTION

In social life, language is very important means to communicate among people from different places or cultures. There are two kinds of language that have to be learned by Indonesian students: Indonesian and English. English is the most important language in the world. It is one of the international languages. Therefore, it becomes a mean of communication among people in the world. So, it is very important for us to learn English.

Learning English involves the four language skills that must be mastered if someone wants to be successful in English. They are speaking skill, listening skill, writing skill, and reading skill. Reading is one of the language skills that can help in all subjects, especially in English teaching learning. Hodgson (1960:43-44) in Tarigan (1986:7) defines reading as “a process that is carried and used by readers to get the message, which was about to be submitted by the author through the medium of words or written language”.

Reading comprehension skills increase the pleasure and effectiveness of reading. Reading comprehension is important, because we can improve science and knowledge. According to Zimmerwan (1999: 4) reading comprehension is essentially the ability to understand what has been read.

Wallace (1996: 5) states that reading is so much a part of daily life for those who live in literate communities that much of the time we hardly consider either the purpose or processes involved. In addition, by reading the readers can

draw the conclusion of the text. Reading is one of the skills in learning English. It is a part of language which plays an important role as a medium to get information and knowledge. Smith (1971) in Fauziati (2002: 139) states that it is important to learn reading since it (1) helps us learn to think the new language, (2) helps us build a better vocabulary, (3) makes us more comfortable with written English, (4) it can help us to plan to study in English –speaking country. Moreover, by reading, the readers can do the other activities, such as writing and speaking.

English and Indonesian are two different languages. No one can guarantee that students who understand Indonesian texts will also understand English texts. It is easier for the students to read Indonesian texts because they have mastered the Indonesian vocabulary and grammatical structures, but when they are reading English texts they should have enough vocabulary and understand the grammatical structures of the target languages.

Based on the description above, students should master reading skill. Good achievement in reading comprehension is important for the students. Students will get many information and ideas which can enrich the student's vocabulary.

Reading comprehension is a thought process through which reader become aware of an idea, understand it in terms of their experiential background, and interpret in relation to their own needs and purposes (Kennedy, 1981: 192).

Reading is not only reading the text but also understanding the content of the text. The reader must know the information, message, or idea about the text. To consider the effectiveness of using language, each form of written texts is preferable created based on genre.

Nowadays, the English teaching process in Indonesia applies the genre-based approach. Genre is a type of the texts that express and has the certain social function. The genres taught in school are descriptive, narrative, recount, argumentative, report, spoof, news item, and many others. Each genre has the certain generic structure and conclusion of the paragraph in the end of the text, especially argumentative text. According to Houghton (2010: 12), conclusion is the last part of something or an opinion reached after some thought.

The development of argumentative writing is studied here by examining the structural organization of argumentative texts. It is assumed that the ability of constructing the structure of argumentative texts can make the supporting relationship, that is, the conclusion supported by argument statements, is acquired gradually with age (Courier, 1993: 169). Before the students draw the conclusion of the text they have to understand the text. In argumentative text, there are several arguments. The students will draw the conclusion from several arguments of the text.

Capability is abilities or qualities necessary to do something. The teacher must lead his or her students in developing reading the written texts.

It is one of the ways for increasing the students' capability. The reading skills and strategies that should be mastered are, (1) skimming: reading quickly to find the core of the text, (2) scanning: reading quickly to find the needed information, (3) reading for detailed information, (4) reading between the lines, (5) predicting what the happening, and (6) deducing meaning from the context.

In argumentative text, reading is important for the students to get the conclusion. Before the students start to draw the conclusion, students must read the several arguments, namely main part of the text. But the second year students still make mistakes when drawing the conclusion, especially for the eleventh grade of SMA N I Kradenan. Sometimes they are confused with several arguments of the text. The other reason is many students have bad vocabulary and they are lazy to read a passage.

B. RESEARCH METHOD

In this research, the writer uses descriptive research, because the writer wants to describe the capability of students in drawing conclusion especially in argumentative text. Arikunto (2006: 35) states that descriptive research is a research to explain phenomena. In this research the writer uses descriptive research, because the writer wants to describe the student's capability in drawing conclusion from argumentative text. The subject of the research is English Teacher and eleventh grade students of SMA N I Kradenan, especially XI IPA 6. The object of this research is student's capability in drawing conclusion from

argumentative text at the eleventh grade of SMA N I Kradenan in 2013/2014 academic year. In this study, the data of this research are the student's tests results of drawing conclusion from argumentative text. The method used for collecting data is interview, test, and analyzing document. In this research, the writer used technique for analyzing data to describe the student's capability in drawing conclusion from argumentative text.

C. FINDINGS AND DISCUSSION

Based on the research finding, the writer presents the discussion that consists of,

1. The student's capability in drawing conclusion from argumentative text

The student's capability in drawing conclusion from argumentative text is good capability. The writer analyzes the student's capability based on four types of conclusion. There are: (1) complete conclusion that consists of 4 concepts, (2) incomplete conclusion that consist of 4 concepts, (3) incomplete conclusion that consist of 2 concepts, and (4) incomplete conclusion that consist of 1 concept.

a. Complete conclusion that consists of 4 concepts

Based on the data, the writer founds 16 conclusions that consist of 4 concepts. The students can make a good conclusion or complete conclusion that consists of 4 concepts.

b. Incomplete conclusion that consist of 4 concepts

This conclusion also consists of 4 concept of drawing conclusion. But the student does not give a clear explanation in one concept, so the text is incomplete. There are 9 incomplete conclusions that consist of 4 concepts.

c. Incomplete conclusion that consist of 2 concepts

This is incomplete conclusion text, because it consists of 2 concepts; its concept can be part of the 4 concepts. The number of incomplete conclusion is 10 conclusions.

d. Incomplete conclusion that consist of 1 concept

The last conclusion is incomplete that consist of 1 concept. It is a poor conclusion, because it only shows 1 concept of conclusion. There are 3 conclusions that consist of 1 concept.

The writer founds that student's capability in drawing conclusion is good capability. It can be seen from number of students where more than 50% students or 25 from 38 students are able to drawing conclusion without seeing the use of grammar and structure.

2. The strategies used by eleventh grade students in drawing conclusion

There are two strategies used by eleventh grade students in drawing conclusion from argumentative text as follows:

a. Translating the text into Indonesian

The student does not know exactly about the concept of drawing conclusion, they only know how to summarize the whole argumentative text into one short text as a final opinion. So, they have to translate the text before they start to draw the conclusion. The strategies in drawing conclusion used by the student is known from the interview between the researcher and the students. The interview was held on Wednesday, 27 of November 2013. It can be seen from the N statement *“Saya menerjemahkan dulu isi teksnya, agar lebih mudah dipahami.”*

From the interview with N, it can be seen that N draws the conclusion by translating the text into Indonesian and without obeying the concept of drawing conclusion. N draws the conclusion based on her habit in drawing conclusion of Indonesian text. She translates the entire text, and then draws the conclusion by copying part of each paragraph.

It was also done by D and TM, where they also draw the conclusion based on his capability in drawing conclusion of Indonesian text (translating the text). It can be seen on their statement. The first, D states *“Setelah diberi teks, saya mencari kata-kata yang sulit, lalu diartikan. seharusnya, dari guru setelah diberi teks itu harus diberi contoh soal, agar lebih mengerti. hehehe”*. The second is from TM statement *“Ya seperti biasanya, saya pengennya dijelaskan dulu isi teksnya, jadi lebih enak dipahami. tapi terkadang saya mengartikan sendiri”*. Based on their

opinion, the process of drawing conclusion can be easier when they know the meaning of the sentences.

- b. Reading the text then asking their teacher when they have difficulties about the text.

Ask to their English teacher when they have difficulties about the text is the last strategies used by the eleventh grade student's of SMA N I Kradenan to drawing the conclusion from argumentative text. The student tells that they just read the text and then waiting for their teacher to explain the text or they ask to their teacher when they have problems or difficulties. It shows in the interview with T on Wednesday, 27 of November 2013. T states *"Biasanya setelah diberi teks, saya membacanya dulu, lalu saya bertanya kepada bu guru kalau ada yang sulit atau suruh menjelaskan sama bu guru, he he he."* T relies the explanation of his teacher. First, he reads the text, but he never tries to conclude the text by himself, he just waits for the teacher explanation.

D. CONCLUSION

After describing and analyzing the data, the writer draws the conclusion based on the result of the observation in student's capability in drawing conclusion from argumentative text at the eleventh grade of SMA N I Kradenan.

1. The student's capability in drawing conclusion from argumentative text is good capability. The writer founds that student's capability in drawing conclusion is good capability. It can be seen from number of students where

more than 50% students or 25 from 38 students are able to drawing conclusion without seeing the use of grammar and structure.

2. There are two strategies used by students in drawing conclusion from argumentative text, such as translating the entire text and then drawing the conclusion by copying part of each paragraph becomes the perfect strategies for them. But, sometimes the student only relies on the explanation of the teacher. They read the text, but they never try to conclude the text by themselves, they just wait for the teacher explanation. They draw the conclusion without obeying the concept of drawing conclusion. They draw the conclusion based on her habit in drawing conclusion of Indonesian text.

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